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German edition, that the reviewer must compare the present volume. The following are some of the more important changes: Lecture II, "Sensation, Association, Action," has new paragraphs on the development of the brain in the vertebrate series; Lecture III, "Stimulus, Sensation," a new derivation of Fechner's measurement-formula, and modifications in the discussion of Weber's law; Lecture IV, "Taste, Smell, Cutaneous Sensations and Sensations of Movement," a paragraph on the static sense and the alimentary organic sensations; Lecture V, "Sensations of Hearing," remarks on the timbre of vowels; Lecture VI, "Sight" (the whole lecture has been revised, with the assistance of Professor Koenig), paragraphs on visual perceptions of movement and on certain optical illusions; Lecture VII, "Temporal Attributes and Affective Tone of Sensations," added remarks on after-images, references to the time-sense, and changes in matter and arrangement throughout the second half of the lecture; Lectures IX and X, minor additions in the discussion of emotion and of association of ideas; Lecture XI, paragraphs on the activity experience in attention, and on the relation of attention to intensity of sensation; Lecture XIV, new matter in the paragraphs dealing with the development of action and with simple reaction experiments; Lecture XV, consideration of objections to the associative theory of will. The new indices, of subjects and authors, are most welcome, as are the numerous citations of recent literature in the foot notes.

It is plain, from this summary, that the fourth German is a great improvement upon the second English edition of the *Leitfaden*. It is regrettable that Professor Ziehen has seen fit to retain the polemical treatment of Wundt's apperception theory in text and preface. He has, apparently, never understood that theory; though a reading of the *Grundriss* and *Vorlesungen*, in their recent issues, would be amply sufficient to show him that he has misrepresented Wundt's doctrine.

E. B. T.

Yetta Ségal, by H. J. ROLLIN. New York, G. W. Dillingham & Co., 1898. pp. 174.

Yetta Ségal is a novel, the aim of which is to familiarize the public with the idea of race-mixture as the final step in the mental and physical development of mankind. In the course of the story an American Jewess marries a man who is part American, part negro, and part Spaniard; and a Japanese woman, one of whose grandparents was European, finds a husband who is half English and half Swede.

With the merits of the story as story we are not here concerned. There can, however, be no doubt of the psychological importance of the fact upon which the author—apart from his references to the Antilles and citations of Herbert Spencer—lays stress: the fact that, in a civilized community, "positive assurance is now impossible as to the racial purity of any individual."

L'Enseignement Intégral," ALEXIS BERTRAND, Professeur de Philosophie à l'Université de Lyon. Félix Alcan, Paris, 1898.

"Unified instruction" is really, according to the author, instruction in all the human sciences for every human being. This book is another and strong appeal for reform in the lack of popular education. Whatever secondary education exists, is not well suited to all classes. There is an aristocracy of learning, whereas there should be perfect equality. No provision is made for the instruction of the sons and daughters of mechanics, laborers and farmers, and these, the mass of the people, are as capable as any of profiting thereby. The great gap comes between the ages of thirteen and twenty.

Descartes and Comte, as national philosophers, are taken as guides

in support of the new movement; for the proposed system is partly in operation in Lyon and other cities. In the author's outline for popular secondary education Comte is roughly followed, and according to this philosopher there are three periods in positive education. The first is purely physical and under the mother's direction. The second, between the ages of seven and fourteen, is æsthetic; the study of the arts and languages. The third is scientific, conforming closely to the "hierarchy of the seven fundamental sciences." These sciences are arranged in a logical series; mathematics, astronomy, physics, chemistry, biology, sociology, and morals. The study of the classics brings in a bifurcation, fatal to an utilitarian and unified instruction. The introduction of co-education marks probably the greatest innovation in the proposed new system.

This secondary instruction in the sciences would be given in two schools; the first or institutes, would be evening schools, and the course would last seven years. The second, the colleges, would differ from the first only in that the students devote full time to study and finish in four years. Chapter three gives the details of the author's unique plans for these schools. F. D. SHERMAN.

Introduction to Herbartian Principles of Teaching, by CATHARINE I. DODD, of Day Training Department, The Owens College, Manchester, 1898. London: Swan, Sonnenschein & Co.; New York: The Macmillan Company. pp. 198.

The author of this work has fittingly prefaced it with an introductory notice by Dr. W. Rein, of Jena. She has undertaken the task of transplanting the methods and principles of Herbartian pedagogy into the elementary schools of England. A summary of the general principles of education, and the Herbartian doctrine of interest and instruction furnish the English readers with the fundamental conceptions of education as seen in the writings of Herbart and his followers. A good description is given of the course of instruction followed in the culture-epoch schools of Germany. The most interesting feature of this work is the attempt to adopt these culture-epochs to the needs of children of the English race. The legends and history of Germany are changed for those of England. Miss Dodd closes this interesting work with a brief history of the rise and development of the Herbartian movement in Germany.

The Nature and Development of Animal Intelligence, by WESLEY MILLS, M. A., M. D., D. V. S., F. R. S. C. Macmillan, N. Y., 1898. pp. 307.

At last we have these very careful and objective studies that have appeared in a fragmentary way in many forms and places, put together into a more or less systematic whole. Part I is occupied with describing animal intelligence and comparative psychology; Part II deals with squirrels, with special reference to feigning, and to hibernation. Part III treats the psychic development of young animals and its physical conditions, brain growth and its relation to psychic development; and part IV represents various discussions. The work is of great acumen, and a very valuable addition to the literature of the subject, but is handicapped by a title too large for it. The author's strong point is fidelity and patience of observation and description rather than generalization or discussion. The book is so diversified that it needs the admirable index which it has.

Die Masturbation, von Dr. H. ROHLEDER. Berlin, 1898. pp. 319.

This "monograph for physicians and pedagogues" is written in conformity to the motto that the "diseases of society can be no more